

**Reading for Information  
Grade 2  
Correlations to New Hampshire Content Standards**

<b>Reading for Information Science Strand</b>	<b>Grade 2 Leveled Reader Titles</b>	<b>New Hampshire Science Standards Covered in Program</b>
Life Science	<ul style="list-style-type: none"> <li>• Plants Live and Grow</li> <li>• Plants: Alive and Growing</li> <li>• Plants: Living and Growing</li> </ul>	<p>Life Science</p> <p>LS1-All living organisms have identifiable structures and characteristics that allow for survival (organisms, populations, &amp; species).</p> <p style="padding-left: 40px;">2. Living Things and Organization</p> <p style="padding-left: 80px;">S:LS1:2:2.1 Recognize that plants and animals have features that help them survive in different environments.</p> <p style="padding-left: 40px;">3. Reproduction</p> <p style="padding-left: 80px;">S:LS1:2:3.2 Recognize that living things have a life cycle, during which they are born, grow, and die.</p> <p>LS2-Energy flows and matter recycles through an ecosystem.</p> <p style="padding-left: 40px;">2. Flow of Energy</p> <p style="padding-left: 80px;">S:LS2L2L2.1 Identify the resources plants and animals need for growth and energy, and describe how their habitat provides these basic needs.</p>
Earth Science	<ul style="list-style-type: none"> <li>• All about Soil</li> <li>• What Is Soil?</li> <li>• Facts about Soil</li> </ul>	<p>Earth Space Science</p> <p>ESS1-The Earth and Earth materials, as we know them today, have developed over long periods of time, through constant change processes.</p> <p style="padding-left: 40px;">2. Composition and Features</p> <p style="padding-left: 80px;">S:ESS1:2.21 Recognize that solid rocks, soils, and water in its liquid and solid states can be found on the Earth’s surface.</p> <p style="padding-left: 80px;">S:ESS1:2:2.3: Recognize that Earth materials have a variety of properties, including size, shape, color, and texture.</p> <p style="padding-left: 40px;">6. Rock Cycle</p> <p style="padding-left: 80px;">S:ESS1:2:6.2 Describe rocks and soils in terms of their physical properties.</p>

<b>Reading for Information Science Strand</b>	<b>Grade 2 Leveled Reader Titles</b>	<b>New Hampshire Science Standards Covered in Program</b>
Physical Science	<ul style="list-style-type: none"> <li>• It Takes Force</li> <li>• Making Things Move</li> <li>• Facts about Force</li> </ul>	Physical Science PS3-The motion of an object is affected by force. 2. Motion S:PS3:2:2.1 Describe the many different ways things can move, such as in a straight line, zigzag, or circular motion, back and forth, and fast and slow. S:PS3:2:2.2 Describe and demonstrate how the position and motion of an object can be changed by applying force, such as pushing and pulling; and explain that the greater the force, the greater the change. S:PS3:2:2.3 Describe the position of an object by referencing its location in relation to another object or background.
Health	<ul style="list-style-type: none"> <li>• What Should I Eat?</li> <li>• Choosing the Right Foods</li> <li>• Healthful Food Choices</li> </ul>	Life Science LS4-Humans are similar to other species in many ways, and yet are unique among Earth's life forms. 2. Disease S:LS1:2:2.1 Recognize that proper nutrition, exercise, and rest are all important factors in maintaining good health.

<b>Reading for Information Social Studies Strand</b>	<b>Grade 2 Leveled Reader Titles</b>	<b>New Hampshire Social Studies Standards Covered in Program</b>
History	<ul style="list-style-type: none"> <li>• George Washington Carver</li> <li>• César Chávez</li> <li>• Sally Ride</li> </ul>	Strand: US/NH History (HI:3) SS:HI:2:3.1: Identify individuals and/or groups who have profoundly affected life in the United States, e.g., Abraham Lincoln, or Pilgrims).
Geography	<ul style="list-style-type: none"> <li>• Where We Live</li> <li>• Where Do You Live?</li> <li>• Your Land, Your Home</li> </ul>	Strand: Geography (GE:2) SS:GE:2.2.1: Explore the physical and human characteristics of place, e.g., road, schools or mountains. SS:GE:2.2.3: Observe the ways in which different people perceive places, e.g., personal drawings or book illustrations).
Civics	<ul style="list-style-type: none"> <li>• We Need Rules and Laws</li> <li>• Rules and Laws</li> <li>• Following Laws and Rules</li> </ul>	Strand: Civics and Government (CV:1) SS:CV:2.1.1: Compare the rules of the classroom and school to the rules of the United States system of government. SS:CV:2:1.4: Evaluate the effectiveness and fairness of rules and laws at the school level.
Economics	<ul style="list-style-type: none"> <li>• Why Do We Need Money?</li> <li>• Money and Work</li> <li>• Making Money</li> </ul>	Strand: Economics (EC:4) SS:EC:2:4.1: Identify the characteristics of money.  <b>Grade 3 Standard</b> Strand: Economics (EC:4) SS:EC:4:4.1: Describe different methods people use to exchange goods and services, e.g., barter or use of money.

**Reading for Information  
Grade 3  
Correlations to New Hampshire Content Standards**

<b>Reading for Information Science Strand</b>	<b>Grade 3 Leveled Reader Titles</b>	<b>New Hampshire Science Standards Covered in Program</b>
Life Science	<ul style="list-style-type: none"> <li>• Environments in Action</li> <li>• Ecosystems Everywhere!</li> <li>• Ecosystems</li> </ul>	<p>Life Science</p> <p>LS2-Energy flows and matter recycles through an ecosystem.</p> <ol style="list-style-type: none"> <li>1. Environment               <ul style="list-style-type: none"> <li>S:LS2:4:1.1 Describe how the nature of an organism’s environment, such as the availability of a food source, the quantity and variety of other species present, and the physical characteristics of the environment affect the organism’s patterns of behavior.</li> <li>S:LS2:4:1.2 Describe the interaction of living organisms with nonliving things.</li> </ul> </li> <li>2. Recycling of Materials               <ul style="list-style-type: none"> <li>S:LS2:4:3.1 Recognize that plants and animals interact with one another in various ways besides providing food, such as seed dispersal or pollination.</li> <li>S:LS2:4:3.2 Describe ways plants and animals depend on each other (e.g., shelter, nesting, food).</li> </ul> </li> </ol>

Reading for Information Science Strand	Grade 3 Leveled Reader Titles	New Hampshire Science Standards Covered in Program
Earth Science	<ul style="list-style-type: none"> <li>• Objects in the Sky</li> <li>• Looking at Outer Space</li> <li>• Exploring Outer Space</li> </ul>	<p>Earth Space Science</p> <p>ESS2-The Earth is part of a solar system, made up of distinct parts, which have temporal and spatial interrelationships.</p> <ol style="list-style-type: none"> <li>1. Earth, Sun, and Moon               <ul style="list-style-type: none"> <li>S-ESS2:4:1.1 Explain that night and day are caused by the Earth’s rotation on its axis; and that the Earth rotates approximately once, every 24 hours.</li> <li>S:ESS2:4:1.2 Describe the Sun as a star.</li> </ul> </li> <li>2. Energy               <ul style="list-style-type: none"> <li>S:ESS;2:4:2.1 Recognize that the Sun provides the light and heat necessary to maintain the temperature of the Earth.</li> </ul> </li> <li>3. Solar System               <ul style="list-style-type: none"> <li>S:ESS2:4:3.1 Recognize that the Moon orbits the Earth.</li> <li>S:ESS2:4:3.2 Recognize that the Earth is one of a number of planets that orbit the Sun.</li> </ul> </li> </ol>

<b>Reading for Information Science Strand</b>	<b>Grade 3 Leveled Reader Titles</b>	<b>New Hampshire Science Standards Covered in Program</b>
Physical Science	<ul style="list-style-type: none"> <li>• Facts about Matter</li> <li>• Matter Matters</li> <li>• All about Matter</li> </ul>	<p>Physical Science</p> <p>PS1-All living and nonliving things are composed of matter having characteristic properties that distinguish one substance from another (independent of size/amount of substance).</p> <p style="padding-left: 40px;">2. Properties</p> <p style="padding-left: 80px;">S:PS1:4:2.1 Recognize that substances can be classified by observable properties.</p> <p style="padding-left: 80px;">S:PS1:4:2.2 Explain that some materials can exist in different states; and describe the distinct physical properties of each state of matter.</p> <p style="padding-left: 80px;">S:PS1:4:2.3 Explain how some materials, such as water, can change from one state to another by heating or cooling.</p> <p style="padding-left: 80px;">S:PS1:4:2.4 Make a prediction about what might happen to the state of common materials when heated or cooled; or categorize materials as solid, liquid, or gas.</p> <p style="padding-left: 80px;">S:PS1:4:2.5 Collect and organize data about physical properties in order to classify objects or draw conclusions about objects and their characteristic properties (e.g., temperature, color, size, shape, weight, texture, flexibility).</p>

<b>Reading for Information Social Studies Strand</b>	<b>Grade 3 Leveled Reader Titles</b>	<b>New Hampshire Social Studies Standards Covered in Program</b>
Civics	<ul style="list-style-type: none"> <li>• Your Rights and Duties</li> <li>• Good Citizens</li> <li>• Rights and Responsibilities</li> </ul>	Strand: Civics and Governments (CV:4) SS:CV:4:4.1.: Describe the rights of citizens as outlined by the Constitution of New Hampshire and the United States.
Economics	<ul style="list-style-type: none"> <li>• What We Need, What We Want</li> <li>• Needs and Wants</li> <li>• Making Choices</li> </ul>	Strand: Economics (EC:1) SS:EC:4:1.3: Explain how decisions by consumers and producers affect and are affected by the economy. Strand: Economics (EC:2) SS:EC:4:2.2: Explain why scarcity requires individuals, households, businesses and governments to make economic choices and how economic choices always involve an opportunity cost. SS:EC:4:2.3: Describe different ways individuals, households, businesses and governments make economic decisions, e.g., developing alternative choices of budgets.
Geography	<ul style="list-style-type: none"> <li>• United States Landforms</li> <li>• Deserts and Coasts</li> <li>• Different Climates</li> </ul>	Strand: Geography (GE:2) SS:GE:4:2.1: Describe the physical and human characteristics of places, e.g., land forms or where people live. SS:GE:4:2.2: Recognize how physical and human processes together shape places, e.g., the relationship between elevation and population density in a region of the characteristics of regions along the same latitude. SS:GE:4:2.3: Generalize the concept of region as an area of Earth’s surface with unifying geographic characteristics, e.g., neighborhoods or climate regions.
History	<ul style="list-style-type: none"> <li>• The Diné</li> <li>• The Yurok</li> <li>• The Nimi’ipuu</li> </ul>	Strand: US/NH History (HI:3) SS:HI:4:3.3: Explore how groups have enhanced the art, music and literature of our nation, e.g., Latinos or Franco Americans.

**Reading for Information  
Grade 4  
Correlations to New Hampshire Content Standards**

<b>Reading for Information Science Strand</b>	<b>Grade 4 Leveled Reader Titles</b>	<b>New Hampshire Science Standards Covered in Program</b>
Life Science	<ul style="list-style-type: none"> <li>• Linking Living Things</li> <li>• Food Chains in Action</li> <li>• Food Chains and Food Webs</li> </ul>	<p>Life Science LS2-Energy flows and matter recycles through an ecosystem.</p> <p style="padding-left: 40px;">2. Flow of Energy</p> <p style="padding-left: 80px;">S:LS2:4:21 Recognize that the transfer of energy through food is necessary for all living organisms and describe the organization of food webs.</p> <p style="padding-left: 80px;">S:LS2:4:2.2 Recognize that energy is needed for all organisms to stay alive and grow or identify where a plant or animal gets its energy.</p>
Earth Science	<ul style="list-style-type: none"> <li>• The Earth Beneath Your Feet</li> <li>• Our Changing Planet</li> <li>• Earth’s Changing Surface</li> </ul>	<p>Earth Space Science ESS1-The Earth and Earth materials, as we know them today, have developed over long periods of time, through constant change processes.</p> <p style="padding-left: 40px;">5. Processes and Rates of Change</p> <p style="padding-left: 80px;">S:ESS1:4:5.1 Identify and describe processes that affect the features of the Earth’s surface, including weathering, erosion, deposition of sediment.</p> <p style="padding-left: 80px;">S:ESS1:4:5.2 Explain how wind, water, or ice shape and reshape the Earth’s surface.</p>

<b>Reading for Information Science Strand</b>	<b>Grade 4 Leveled Reader Titles</b>	<b>New Hampshire Science Standards Covered in Program</b>
Physical Science	<ul style="list-style-type: none"> <li>• It's Shocking!</li> <li>• Power It Up!</li> <li>• What Is Electricity?</li> </ul>	<p>Physical Science</p> <p>PS2-Energy is necessary for change to occur in matter. Energy can be stored, transferred, and transformed, but cannot be destroyed.</p> <p style="padding-left: 40px;">3. Energy</p> <p style="padding-left: 80px;">S:PS2:4:3.1 Identify the various forms of energy, such as electrical, light, heat, sound.</p> <p style="padding-left: 80px;">S:PS2:4:3.2 Recognize that electricity in circuits can produce light, heat, sound, and magnetic effects.</p> <p style="padding-left: 80px;">S:PS2:4:3.3 Identify and describe the organization of a simple circuit.</p> <p style="padding-left: 80px;">S:PS2:4:3.4 Differentiate between objects and materials that conduct electricity and those that are insulators of electricity.</p>
Health	<ul style="list-style-type: none"> <li>• Help Your Health</li> <li>• Healthful Habits</li> <li>• Good Health and You</li> </ul>	<p><b>Grade 5 Standard</b></p> <p>Life Science</p> <p>LS4-Humans are similar to other species in many ways, and yet are unique among Earth's life forms.</p> <p style="padding-left: 40px;">2. Disease</p> <p style="padding-left: 80px;">S:LS4:6:2.1 Explain that the human body has ways to defend itself against disease-causing organisms and describe how defenders, including tears, saliva, the skin, some blood cells and stomach secretions support the defense process.</p> <p style="padding-left: 80px;">S:LS4:6:2.2 Recognize that there are some diseases that human beings can only get once; and explain how many diseases can be prevented by vaccination.</p>

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<b>Reading for Information Social Studies Strand</b>	<b>Grade 4 Leveled Reader Titles</b>	<b>New Hampshire Social Studies Standards Covered in Program</b>
History	<ul style="list-style-type: none"> <li>• What's Out West?</li> <li>• Go West!</li> <li>• Westward Expansion</li> </ul>	<p>Strand: Geography (GE:4)</p> <p>SS:GE:4:4.1: Describe the types and historical patterns of human migration, e.g., chain migration or slave trade.</p> <p>SS:GE:4:4.3: Evaluate the effects of migration on the characteristics of places , e.g., cultural awareness or food choices.</p>
Geography	<ul style="list-style-type: none"> <li>• Regions of the United States</li> <li>• Land in the United States</li> <li>• Living in the United States</li> </ul>	<p>Strand: Geography (GE:2)</p> <p>SS:GE:4:2.1: Describe the physical and human characteristics of places, e.g., land forms or where people live.</p> <p>SS:GE:4:2.2: Recognize how physical and human processes together shape places, e.g., the relationship between elevation and population density in a region of the characteristics of regions along the same latitude.</p> <p>SS:GE:4:2.3: Generalize the concept of region as an area of Earth's surface with unifying geographic characteristics, e.g., neighborhoods or climate regions.</p>
Civics	<ul style="list-style-type: none"> <li>• Our Government</li> <li>• By the People, For the People</li> <li>• Our Democracy</li> </ul>	<p>Strand: Civics and Governments (CV:1)</p> <p>SS:CV:4:1.1: Explain the ideal of the United States system of government, e.g., equal rights or tolerance for others.</p> <p>Strand: Civics and Government (CV:4)</p> <p>SS:CV:4:4.1: Describe the rights of citizens as outlined by the Constitutions of New Hampshire and the United States.</p>

<b>Reading for Information Social Studies Strand</b>	<b>Grade 4 Leveled Reader Titles</b>	<b>New Hampshire Social Studies Standards Covered in Program</b>
Economics	<ul style="list-style-type: none"> <li>• Where We Live, Where We Work</li> <li>• Working in America</li> <li>• The World's Economy</li> </ul>	<p>Strand: Economics (EC:1)            SS:EC:4:1.4: Describe why most jobs today require greater specialization and result in greater productivity.</p> <p>Strand: Economics: (EC:5)            SS:EC:4:5.2: Explain why some countries' resources are in greater demand than others, e.g., colonial New Hampshire's mast trees or petroleum.            SS:EC:4:5.3: Explain that trade between countries involves imports and exports and the reasons why countries trade.</p>

**Reading for Information  
Grade 5  
Correlations to New Hampshire Content Standards**

<b>Reading for Information Science Strand</b>	<b>Grade 5 Leveled Reader Titles</b>	<b>New Hampshire Science Standards Covered in Program</b>
Life Science	<ul style="list-style-type: none"> <li>• Your Body at Work</li> <li>• The Human Body</li> <li>• Your Body: A Complex Machine</li> </ul>	<p>Life Science                      LS1-All living organisms have identifiable structures and characteristics that allow for survival (organisms, populations, &amp; species).</p> <p style="padding-left: 40px;">2. Living Things and Organization                      S:LS1:6:2.5 Explain that multicellular organisms have specialized cells, tissues, organs, and organ systems that perform certain necessary functions, including digestion, respiration, reproduction, circulation, excretion, movement, control and coordination and protection from disease.</p>
Earth Science	<ul style="list-style-type: none"> <li>• Earth and Its Neighbors</li> <li>• Our Solar System</li> <li>• Exploring Our Solar System</li> </ul>	<p>Earth Space Science                      ESS2-The Earth is part of a solar system, made up of distinct parts, which have temporal and spatial interrelationships.</p> <p style="padding-left: 40px;">1. Earth, Sun, and Moon                      S:ESS2:6:1.1 Recognize and describe how the regular and predictable motions of the Earth and Moon explain certain Earth phenomena, such as day and night, the seasons, the year, shadows and the tides.                      S:ESS2:6:1.2 Recognize that all of the known planets, Earth appears to be somewhat unique; and describe the conditions that exist on Earth that allow it to support life.</p> <p style="padding-left: 40px;">2. Energy                      S:ESS2:6:2.1 Recognize how the tilt of the Earth’s axis and the Earth’s revolution around the Sun affect seasons and weather patterns.</p> <p style="padding-left: 40px;">4. View from Earth                      S:ESS2:6:4.1 Explain the historical perspective of planetary exploration and man’s achievements in space, beginning with Russia’s Sputnik mission in 1957.</p>

<b>Reading for Information Science Strand</b>	<b>Grade 5 Leveled Reader Titles</b>	<b>New Hampshire Science Standards Covered in Program</b>
Physical Science	<ul style="list-style-type: none"> <li>• Making Matter Change</li> <li>• Changing Matter</li> <li>• Compounds and Mixtures</li> </ul>	<p>Physical Science</p> <p>PS1- All living and nonliving things are composed of matter having characteristic properties that distinguish one substance from another (independent of size/amount of substance).</p> <p style="padding-left: 40px;">2. Properties</p> <p style="padding-left: 80px;">E:PS1:6:2.2 Identify substances by their physical and chemical properties, such as magnetism, conductivity, density, solubility, boiling and melting points.</p> <p>PS2-Energy is necessary for change to occur in matter. Energy can be stored, transferred, and transformed, but cannot be destroyed.</p> <p style="padding-left: 40px;">1. Change</p> <p style="padding-left: 80px;">E:PS2:6:1.1 Differentiate between a physical change, such as melting, and a chemical change, such as rusting.</p>

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<b>Reading for Information Social Studies Strand</b>	<b>Grade 5 Leveled Reader Titles</b>	<b>New Hampshire Social Studies Standards Covered in Program</b>
History	<ul style="list-style-type: none"> <li>• The Plantation System</li> <li>• Slavery in Early America</li> <li>• From Plantations to Abolition</li> </ul>	<p>Strand: US/NH History (HI:3)            SS:HI:6:3.1: Examine how the art, music and literature of our nation has been enhanced by groups, e.g., immigrants or abolitionists.</p> <p>Strand: US/NH History (HI:5)            SS:HI:6:5.1: Explain the impact ethnic and religious groups have had on the development of the United States, e.g., the Irish or the Mormons.</p>
Geography	<ul style="list-style-type: none"> <li>• Geography and the Colonies</li> <li>• Settlement in Early America</li> <li>• People and the Environment</li> </ul>	<p>Strand: Geography (GE:4)            SS:GE:6:4.2: Know the types and historical patterns of human migration, e.g., ethnic cleansing, overcoming physical barriers, or famine)            SS:GE:6:4.4: Analyze the spatial patterns of settlement, e.g., urbanization along river, agriculture on fertile plains, or nomadic lifestyles in steppes and deserts.</p>
Civics	<ul style="list-style-type: none"> <li>• Your American Government</li> <li>• Crafting the Constitution</li> <li>• How a Bill Becomes a Law</li> </ul>	<p>Strand: Civics and Governments (CV:1)            SS:CV:6:1.2: Identify the core ideals and principles of American government by citing documents, e.g., the Declaration of Independence, the United States Constitution, or the Bill of Rights.</p>
Economics	<ul style="list-style-type: none"> <li>• Colonial American Trade</li> <li>• Colonial American Economics</li> <li>• Economic Choices in Early America</li> </ul>	<p>Strand: Geography (GE:5)            SS:GE:6:5.3: Appreciate how characteristics of different physical environments provide opportunities human activities or place constraints on human activities.</p> <p>Strand: US/NH History (HI:4)            SS:HI:6:4.1: Demonstrate an understanding of major developments and changes in American economic productivity, e.g., piece work, interchangeable parts, or the assembly line.</p>

**Reading for Information  
Grade 6  
Correlations to New Hampshire Content Standards**

<b>Reading for Information Science Strand</b>	<b>Grade 6 Leveled Reader Titles</b>	<b>New Hampshire Science Standards Covered in Program</b>
Life Science	<ul style="list-style-type: none"> <li>• Organizing Living Things</li> <li>• The Classification System</li> <li>• Classifying Living Things</li> </ul>	<p>Life Science</p> <p>LS1-All living organisms have identifiable structures and characteristics that allow for survival (organisms, populations, &amp; species).</p> <p style="padding-left: 40px;">1. Classification</p> <p style="padding-left: 80px;">S:LS1:6:1.1 Identify ways in which living things can be grouped and organized, such as taxonomic groups of plants, animals and fungi.</p> <p style="padding-left: 80px;">S:LS1:6:1.2 Categorize organisms into kingdoms that are currently recognized, according to shared characteristics.</p>
Earth Science	<ul style="list-style-type: none"> <li>• Earth's Resources</li> <li>• Understanding Natural Resources</li> <li>• Using Natural Resources</li> </ul>	<p>Earth Space Science</p> <p>ESS1-The Earth and Earth materials, as we know them today, have developed over long periods of time, through constant change processes.</p> <p style="padding-left: 40px;">2. Composition and Features</p> <p style="padding-left: 80px;">S:ESS1:6:2.1 Differentiate between renewable and non-renewable resources.</p> <p>ESS4-The growth of scientific knowledge in Earth Space Science has been advanced through the development of technology and is used (alone or in combination with other sciences) to identify, understand and solve local and global issues.</p> <p style="padding-left: 40px;">3. Local and Global Environmental Issues</p> <p style="padding-left: 80px;">S:ESS4:6:3.3 Provide examples of how to reduce waste through conservation, recycling, and reuse.</p>

<b>Reading for Information Science Strand</b>	<b>Grade 6 Leveled Reader Titles</b>	<b>New Hampshire Science Standards Covered in Program</b>
Physical Science	<ul style="list-style-type: none"> <li>• Heating Up</li> <li>• Heat Around Us</li> <li>• Understanding Heat</li> </ul>	<p>Physical Science</p> <p>PS2-Energy is necessary for change to occur in matter. Energy can be stored, transferred, and transformed, but cannot be destroyed.</p> <p style="padding-left: 40px;">3. Energy</p> <p style="padding-left: 80px;">S:PS2:6:3.3 Recognize that energy, in the form of heat, is usually a by-product when one form of energy is changed to another, such as when machines convert stored energy to motion.</p> <p style="padding-left: 80px;">S:PS2:6:3.4 Explain that heat energy moves from warmer materials or regions to cooler ones through conduction, convection, and radiation.</p>

<b>Reading for Information Social Studies Strand</b>	<b>Grade 6 Leveled Reader Titles</b>	<b>New Hampshire Social Studies Standards Covered in Program</b>
History	<ul style="list-style-type: none"> <li>• Egypt Long Ago</li> <li>• Ancient China</li> <li>• Ancient Greece</li> </ul>	<p>Strand: World History (WH:2)            SS:WH:6:2.4: Examine how military encounters have led to cultural exchange, e.g., Alexander of Macedonia, conquistadors in the new World, or 20<sup>th</sup> century Japanese imperialism in Asia.</p> <p>Strand: World History (WH:3)            SS:WH:6:3.2: Explore the development of education and its impact on societies, e.g., medicine in ancient Egypt or ancient Greece.</p>
Geography	<ul style="list-style-type: none"> <li>• The Life-Giving Nile</li> <li>• Life in Africa and Arabia</li> <li>• Empires of the Americas</li> </ul>	<p>Strand: Geography (GE:4)            SS:GE:6:4.4: Analyze the spatial patterns of settlement, e.g., urbanization along river, agriculture on fertile plains, or nomadic lifestyles in steppes and deserts.</p> <p>Strand: Geography (GE:5)            SS:GE:6.5.3: Appreciate how characteristics of different physical environments provide opportunities human activities or place constraints on human activities, e.g., winter sports tourism or annual flood patterns.</p>
Civics	<ul style="list-style-type: none"> <li>• Government in Action</li> <li>• Global Relationships</li> <li>• Yugoslavia: A Changing Nation</li> </ul>	<p>Strand: Civics and Governments (CV:1)            SS:CV:6:1.2: Identify the core ideals and principles of American government by citing documents, e.g., the Declaration of Independence, the United States Constitution, or the Bill of Rights.</p> <p>Strand: Civics and Government (EC:3)            SS:CV:6:3.1: Identify other countries in the world and their different forms of government, e.g., monarchy, oligarchy, or democracy.            SS:CV:6:3.2: Describe ways in which countries interact with each other culturally, economically, diplomatically, or militarily.</p>

<b>Reading for Information Social Studies Strand</b>	<b>Grade 6 Leveled Reader Titles</b>	<b>New Hampshire Social Studies Standards Covered in Program</b>
Economics	<ul style="list-style-type: none"> <li>• Changing Economies</li> <li>• Economies Around the World</li> <li>• Many Economies, One World</li> </ul>	<p>Strand: Economics (EC:1)                      SS:EC:6.1.2: Explain why specialization and productivity are related.</p> <p>Strand: Economics (EC:3)                      SS:EC:6.3.1: Describe gross domestic product and its components, e.g., the difference between imports and exports.</p>